

November 18, 2016

10:00am EST

Webinar recording: <http://stateofmaine.adobeconnect.com/p45mu1tzqii/> (24:48min)

Good morning and welcome to today's Career Pathways Plan technical assistance webinar on Component #4 – Research-based Instruction and Effective Educational Programming. This is Abby Manahan, your state Professional Development Coordinator and Maine College Transitions Coordinator.

The objectives for today's webinar, which will last between 30-45 minutes, are to define and clarify this component and support your work addressing this component in your CP plan.

Please feel free to type questions into the chat box. I'll do my best to answer them as they come up, however I'm both presenter and tech support today. I will collect all questions and compose answers in a written document as a follow up to the webinar.

This webinar is being recorded and the archive recording will be made available in three locations: on the state website, in the State Office's Technical Assistance Group in Schoology and in a follow up email to all Directors. If you are not already a member of the Schoology Group I encourage you to become one. Instructions can be found on the state Adult Education website and I will include instructions for joining when I send the follow up email.

Okay...I think I covered all the logistics. Let's get started.

What?

Programs are expected to support their students in the acquisition of academic and college and career readiness knowledge and skills that will allow their students to move on to postsecondary and/or a career in a high-demand occupation. A key component is, therefore, the integration of industry and/or occupational skills with academic instruction.

Curriculum and instruction are expected to be contextualized with the academic skills of reading, writing, math, communication skills, and more areas, if needed, to succeed in the identified high-demand occupations. Integrated education and training, workforce preparation, and integrated English literacy and civics education activities aligned with regional workforce priorities are also activities that are often related to the discussion of effective educational programming.

## Elements of Effective Educational Programming

### **Rigorous Standards**

The U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE) *College and Career Readiness Standards for Adult Education* (CCR Standards) provide clarity about the knowledge, skills, and habits of mind needed for success in college and careers. They encompass rigorous core skills in English Language Arts (ELA) and mathematics. The goal of these standards is to guide curriculum development and teaching so that all students become college and career ready. Adult students who master these standards may avoid college developmental courses and obtain employment that provides a living wage. Maine programs offering ABE services are expected to adopt the CCR Standards as the basis of their curriculum, instruction, and assessment.

Increased rigor in the standards has had a profound impact not only on what students need to know and do but also on what teachers need to know and be able to do. The CCR Standards demand specific and important "instructional shifts" in how ELA and mathematics are taught. These instructional shifts are vital to supporting students in becoming college and career ready, and are expected to be reflected in your program's pedagogy, scope and sequence, units, and lesson plans.

### **Digital Literacy**

Programs are expected to integrate technology into their program offerings. Programs need to ensure that students develop digital literacy skills because this is the expectation in postsecondary education and the workplace.

Properly integrated into the curriculum, technology helps students acquire the skills they need to survive in a complex, highly technological, knowledge-based economy. Teacher planning and commitment, however, are required to ensure that technology integration supports curricular goals. Program designs must include planning and teacher preparation time for contextualizing curricula to incorporate technology in the content-specific student learning outcomes and develop higher-order thinking skills, creativity, and research abilities.

### **Assessment**

Assessments are used to identify areas of learner strength and weakness. The value

of the assessment results comes in their use by instructors to inform future instruction. Maine adult education programs are expected to implement formal and informal, formative and summative assessments. As you're aware, the Maine Department of Adult Education currently uses the Comprehensive Adult Student Assessment System (CASAS) as its statewide formal assessment.

**All learners, including distance learners,** enrolled in an academic program must be assessed using CASAS standardized assessments. The only exception to this *may be* Maine College Transition (MCT) students. If an ACCUPLACER score determines a MCT student does not need remediation, they do not need to take a CASAS assessment. However, if the score shows the student needs remediation in math/reading or both, a CASAS assessment should be given in the appropriate area.

That's all I'm going to say about Assessment and encourage you to seek out the details in the Assessment Policy. This document was revised in June of this year. It can be found on the state Adult Education website at the address indicated.

<http://maine.gov/doe/adulted/admin/policies-regs/MEAssessmentPolicyFY16-6.6.16.pdf>

## **Professional Development (PD)**

Let's not forget that the foundation of an effective educational program is your instructional staff. They need your support to maintain and sustain instructional practice that supports their learners. Professional development should be an ongoing conversation between administrators and instructors.

The State Office offers professional development. We strive to provide support to advisors, instructors, and administrators and offer workshops that we know are research-based and effective on topics including unpacking the CCR Standards, contextualizing curricula, career focused instruction, research-based instructional techniques, specific content area techniques, adult learning theory, and education and career planning.

How?

First let's clarify what define research-based instruction. Here are the characteristics:

- Research-based instruction materials start with gathering information about significant questions (Such as *What's different about teaching adults? Or how do I apprentice a learner into becoming a skilled reader?*)
- Objective methods that involve reliable and valid observations and measurements; so consistently produced same results & measured what they claimed to measure
- Once results are achieved it meets rigorous standards of peer review
- Achieves proven results
- Finally it can be replicated and generalized.

There are several research-based instructional programs that you and your instructional team have access to...these include:

- CCR Standards
- Reading Apprenticeship
- STAR – STudent Achievement in Readng – (which we hope will make a return in 2017)
- Adult Numeracy Instruction
- Adults Reaching Algebra Readiness (AR)<sup>2</sup> – coming in the Spring 2017
- Adult Learning Theory

You also have access to several resources that are considered effective educational programming including:

- WorkReady
- Universal Design for Learning – revised online course available Spring 2017
- Digital Learning 101 with IDEAL
- Career Infused Adult Education
- Data driven decision making (Kelley tells amazing data stories)
- Appreciative Advising (thank you MAEA!)

Neither of these lists is comprehensive by any means and I suspect you may be using materials that are research-based and others that you have found effective. The State Office doesn't have the capacity to offer everything that you may need,

as hard as I try, which is why I push out a lot of opportunities that I have vetted for you or been recommended by colleagues in the profession that you may find more timely, more useful, more relevant, more convenient from a number of third party national providers. There is no expectation that you and your program team could even keep up with all there is to offer. That's why this component of the CP Plan should express you and your program team's vision for your learners. What kind of an experience do you want your students to have, that allow you to meet WIOA? What do you have the capacity to offer? Crafting a purposeful plan then allows you to vet what you feel will make the plan work and allow you to discard anything not useful to you.

A plan allows you to make use of this very gratifying button on your computer

DELETE

Or at least filter based on your needs & capacity.

Two questions were asked during the Q & A:

- When will the updated WorkReady curriculum be made available?

Answer - it's available now. Megan conducted a webinar on September 29. The curriculum is currently available in a Schoology Group with the Access Code - F3N2D-9JVN6

- When will the Spring semester PD calendar be released? (Answer - early December)

Resource list for mentioned tools/techniques/research

## **Research Based Approaches –**

Principles of Instruction - Research-Based Strategies That All Teachers Should Know

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Reading Apprenticeship

<http://readingapprenticeship.org/our-approach/>

STudent Achievement in Reading

<https://www.startoolkit.org/>

Adult Numeracy Instruction (ANI)

[https://lincs.ed.gov/publications/pdf/LINCS\\_ANI\\_flyer.pdf](https://lincs.ed.gov/publications/pdf/LINCS_ANI_flyer.pdf)

Adults Reaching Algebra Readiness (AR)<sup>2</sup>

[https://www.terc.edu/display/Projects/Adults+Reaching+Algebra+Readiness+\(AR\)2](https://www.terc.edu/display/Projects/Adults+Reaching+Algebra+Readiness+(AR)2)

Adult Learning Theory

<https://lincs.ed.gov/programs/teal/guide/adultlearning>

## **Effective Educational Programming**

Universal Design for Learning -

[https://lincs.ed.gov/sites/default/files/2\\_TEAL\\_UDL.pdf](https://lincs.ed.gov/sites/default/files/2_TEAL_UDL.pdf)

Distance Learning / Digital Literacy with IDEAL

<http://ideal.worlded.org/>

Appreciative Advising

<http://www.appreciativeadvising.net/>

State Assessment Policy

<http://maine.gov/doe/adulted/admin/policies-regs/MEAssessmentPolicyFY16-6.6.16.pdf>

## **Other resources that may be helpful**

LINCS Publications

<https://lincs.ed.gov/professional-development/publications>

Enhanced Career Pathways Toolkit

[https://careerpathways.workforcegps.org/resources/2016/10/20/10/11/Enhanced\\_Career\\_Pathways\\_Toolkit](https://careerpathways.workforcegps.org/resources/2016/10/20/10/11/Enhanced_Career_Pathways_Toolkit)